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ABSTRACT

This publication is a reference guide to the country's public historically black colleges and universities. It provides both background information and current facts about this important segment of American higher education. Following introductory material, emphasis is placed on history, opportunity colleges, enrollment, students, degrees, alumni, curriculum, accreditation, community service, research, facilities, faculty finance, and the future. A listing of the colleges and charts covering the number of black students in higher education today, bachelors' degrees awarded in 1955-56 and 1972-73, selected programs at 34 public black colleges, average faculty salaries, and sources of income for black colleges are included. (MJM)

Historically Black Public Colleges

A FACT BOOK

ED 089639

This Fact Book has been prepared by the Office for Advancement of Public Negro Colleges of the National Association of State Universities and Land-Grant Colleges, in cooperation with the American Association of State Colleges and Universities. The Office carries out a broad program designed to help public historically black colleges increase their share of private, voluntary support. The work of OAPNC is supported by contributions from the colleges and by grants from foundations and corporations with basic support provided by the W. K. Kellogg Foundation.

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Further information about the important group of colleges featured here and additional copies of the 1974 Fact Book are available from the presidents of the individual colleges and from Dr. Herman B. Smith, Jr., Director of OAPNC.

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Introduction

This publication is a reference guide to the country's public historically black colleges and universities. It provides both background information and current facts about an often overlooked but important segment of American higher education.

These 34 institutions have special significance because of their traditional and continuing role in educating minority group students for full and productive participation in American life. Today serving students of all races, the 34 traditionally black public colleges enroll about one-fourth of all black students in higher education, and more than three-fifths of all students in predominantly black colleges.

During the past century, the public black colleges have served as "opportunity colleges", providing education otherwise unavailable to thousands of able and deserving youths. Their alumni serve in a wide variety of responsible positions throughout the nation.

Like other public colleges, the traditionally black institutions have a strong commitment to service beyond the campus. These colleges work in many ways to better interracial understanding and community relations. They extend their resources to surrounding communities by providing technical assistance in a variety of fields, from teacher training to business management. They are involved, also, in various developmental education programs for people of all ages.

The achievements of public black colleges are especially remarkable because they have been carried out in spite of chronic shortages of funds and other resources. Until recently, these colleges received only minimal public and private attention and support. With the expectation that recognition of their important role in American education will develop broader and more substantive support for the activities of public black colleges, this booklet is prepared and distributed.

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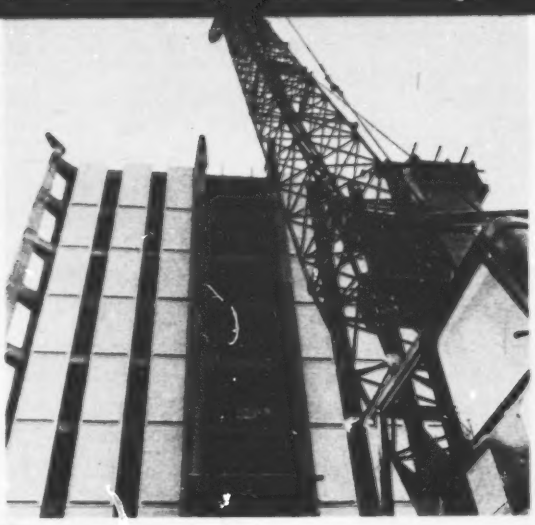
Cover and inside photographs taken on the campus of Jackson State College by Ray West and Afred Handy.



Evolution

History

The year 1837 is a particularly significant one in the annals of higher education. That is the year a Quaker group opened a school in Philadelphia, Pennsylvania, and sanctioned the education of the state's black citizens at what was to become Cheyney State College. Almost 30 years were to pass and a cruel, divisive war was to be fought before the states themselves recognized a responsibility to this emerging segment of the population, free and ready to make an intellectual contribution.

Today there are 34 historically black colleges and universities maintained and partially supported by state educational systems. The majority are more than half a century old, with founding dates between 1866 and the early 1900s. The founding of one of the institutions, Langston University, 1897, predates that of its home state Oklahoma by 10 years. Only three of the institutions are less than 50 years old: Norfolk State College, founded in 1935; Texas Southern University, established in 1947, and the youngest, Mississippi Valley State College, founded in 1950.

All of the colleges have exciting histories. Many of the founders were ex-slaves, born in a time when southern lawmakers forbade the education of Negroes. But their backgrounds merely spurred them on to greater achievements for their own race and for higher education. Hiram Revels, for example, the first black man elected to the U.S. Senate, served his state

equally well as the first president of Mississippi's Alcorn State College. Elizabeth City State University traces its creation to black legislator Hugh Cale, who introduced the bill to establish the school in 1891 to the North Carolina legislature.

Many of the histories indicate profound changes since establishment of the institutions. The roots of Alcorn State are traced ironically to Oakland College, an exclusive school for white males which closed at the onset of the Civil War. A president of Oakland was reportedly shot on the campus for his stand on the slavery issue. Several of the colleges started as secondary schools. Nearly all have had many names since first opening their doors, perhaps reflecting the states' inability to decide just how to approach higher education for black persons. Alabama State University, for instance, has at one time or another been the State Normal School and University for Colored Students and Teachers, Alabama Colored Peoples University, and State Normal School for Colored Students. Likewise, North Carolina Central University has been known as the National Religious Training School and Chautauqua, National Training School, Durham State Normal School, and North Carolina College for Negroes.

Some of the colleges were branches of existing private institutions. Ohio's Central State University began as a department of Wilberforce University. South Carolina State College was originally a part of Claflin University, as North Carolina A & T State University was a part of Shaw University. Initially, Savannah State College was an adjunct of the University of Georgia. Norfolk State College is a sibling of Virginia Union University.

About 40 per cent of the schools were founded by private groups, many of them religiously oriented. Albany State College in Georgia originated as Albany Bible and Manual Training Institute, with financial backing from Rhode Island's Hazard family as well as local supporters.

Black and white citizens banded together to establish Fort Valley State College also in Georgia. Miss Anna T. Jeanes of Philadelphia, Pennsylvania, contributed substantially to the school's early finances. Lincoln University of Missouri cites as its original benefactors the soldiers and officers of the 62nd U. S. Colored Infantry. The efforts of members of the American Baptist Home Mission Society led to the opening of Jackson State College, then known as Natchez Seminary. Financial problems, always millstones, forced some of the private colleges

to address the states for support, thus becoming public institutions. The most recent to go public is Lincoln University in Pennsylvania, which began receiving recurring state support in 1973.

Fifteen of the public black colleges are land-grant institutions. Some of these originated under land-grant acts; others were given the status often so that the states could get federal funds for their white institutions.

With teaching the most open profession for blacks for many decades, the colleges over the years concentrated on teacher education programs, adding other curricula as needed. Today's needs have prompted new and varied academic concentrations. Expanded programs in business, engineering, science, the arts, and other areas have brought the traditionally black public institutions into the mainstream of American higher education, where student and societal needs dictate the course of instruction.

Opportunity Colleges

Providing educational opportunity has been the major role of public black colleges since their inception. Until quite recently they were the only sources of that opportunity open to most black young people, particularly in the South. But even today with all colleges theoretically open, about one-fourth of the black college students choose the traditionally black public colleges. Many look to these colleges for an awareness and understanding of their heritage as black people—a heritage often skirted by traditionally white colleges. And quite naturally, black students, like their white counterparts, expect to get a social as well as academic experience from college.

More important, because of generally low costs and concern for individual student problems, public black colleges serve as "opportunity colleges" for many students from low-income families. The average parental income of students at these colleges is little more than $5,000 annually—considerably less than the national average.

Finally, public black colleges are striving continuously to improve the quality of existing programs and to develop their educational services to provide a top-flight education in contemporary career fields. On the basis of their offerings and progress, they are attracting many white as well as black students to their campuses. Some have achieved, or are approaching, total integration.

Input

Enrollment

Nearly 108,500 full-time equivalent students are currently enrolled in traditionally black public colleges and universities. Although the enrollment figure is slightly more than the 1972-73 total, the black colleges, like their historically white counterparts, are reaching a plateau in terms of numerical growth, when compared to the dramatic increases of the last few years. However, significant increases are still indicated in many graduate programs and in evening, weekend, and extension classes. Fayetteville State University, in fact, began full operation of a branch campus at nearby Fort Bragg, which accounted for much of the North Carolina institution's 42 per cent rise in enrollment over the preceding year.

The 34 public black colleges enroll more than three-fifths of all students in traditionally black senior institutions. Significantly, the public black colleges provide educational opportunities for more than one-fourth of all black students in colleges today.

Historically black public colleges average 3,189 students each. But on either side of the mean are wide variations in size. Enrollment ranges from 1,091 at Lincoln University in Pennsylvania and 1,103 at Elizabeth City State University in North Carolina to 12,148 at Southern University, which has campuses in Baton Rouge, New Orleans, and Shreveport, Louisiana. Altogether, 10 of the schools report enrollments of more than 4,000 students; 15 have between 2,000 and 4,000, and the other nine institutions enroll more than 1,000 each.

Students

Students at the public black colleges represent the highest ideals of education—ability and motivation to achieve. Their careers and their college experiences generally reflect substantially more than their pre-college scores on standardized national tests would seem to indicate.

Many of them were outstanding high school scholars. About 500 of the current freshmen were valedictorians or salutatorians, it is estimated. Close to 50 per cent of the first year students were in the top half of their graduating classes. However, most of the public black colleges sponsor active developmental programs for students who previously may have been underachievers. These programs offer the students a second chance and turn learning deficiencies into proficiencies. In this area, the public black colleges are serving as models for other institutions where open admissions policies are being implemented.

The black public colleges, while located in only 19 states, attract students from throughout the United States and several foreign countries. An estimated 20 per cent of the students at the colleges are classified as non-residents of the state in which they attend college. Many of the out-of-state students come from states which have no public colleges with the black heritage. In a few schools, such as Kentucky State and Tennessee State universities, out-of-state students make up as much as one-fourth of the total student body.

White student enrollment continues to rise at the 34 institutions. Currently about 12 per cent of total enrollment is white. West Virginia State College, though historically black, now has a 74 per cent white enrollment. This statistic reflects the greater number of white personnel

CHART A

to be served in West Virginia. It does not indicate that blacks are being served to a lesser extent at the college than previously. Among other schools on or near the 50 per cent mark in white enrollment are Bowie State College in Maryland, Lincoln University in Missouri, Delaware State College and Kentucky State University. About two per cent of the student population at the public black colleges is international or American Indian. Bowie State enrolls the highest number of international students, 225; Lincoln University (Mo.) claims the highest number of American Indians, 17.

About 45 per cent of the students are from rural areas. The highest percentages of students with non-urban backgrounds can be found in the land-grant colleges, particularly in the deep southern states. Females at the colleges outnumber males by about three per cent.

Output

Degrees

During their history, public black colleges have awarded an estimated 286,000 degrees. At the spring commencements of 1973, almost 16,200 degrees were presented, with an estimated 1,000 more given during summer graduation exercises. Specifically, the figures for spring include 264 associate degrees, 13,623 baccalaureate degrees, and 2,284 graduate and professional degrees.

Education remains the most popular degree field for graduates of public black colleges, but business and the sciences are making heavy gains. While education majors received more than 65 per cent of all degrees 15 years ago, they account for less than 40 per cent of the

total number of degree recipients today. The June 1973 graduation figures reveal that about 16 per cent of all degrees awarded were to students majoring in business-related areas, a more than fivefold increase in the last 15 years. Likewise, the number of degrees awarded in mathematics and the sciences has grown from a miniscule percentage a few years ago to almost 13 per cent in the class of 1973.

The current graduates overall were experiencing less difficulty in finding jobs than in the past, according to a 1973 survey. In addition, the new degree holders were receiving salaries on a par with their counterparts from traditionally white institutions. Tennessee State University reports its graduates were starting to work for salaries averaging more than $10,000 per year, and 13 schools show graduates accepting positions with average salaries between $8,000 and $10,000.

Alumni

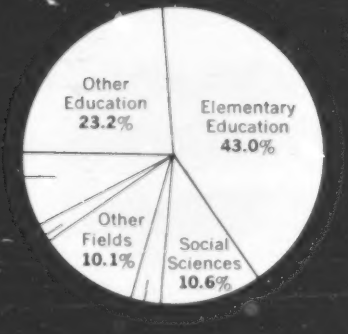
The names of graduates of historically black public colleges are apt to crop up in virtually every walk of life, especially as more doors open to minority groups. And while they are employed throughout the world, indications are that more and more alumni are opting to pursue their careers in the South where most of the black colleges are located.

In science, graduates of the public black colleges hold significant positions in the aerospace industry and in other areas of scientific exploration in government and private industry. In business, their jobs range from board members and managers of large corporations to owners of private firms. In government, they can be found in the military and diplomatic services and in ranking positions in many levels of policy-making from budget officers to mayors to members of the U.S. Congress. In public service, they are doctors, lawyers, ministers and community leaders. In education, the traditional career choice of black college graduates, they are college presidents, state school board members, heads of national education associations, as well as teachers and administrators. The state of Mississippi, for example, counts more than a third of its public school principals and half of its teachers as alumni of Jackson State College.

Alumni of the black public institutions constitute something of a who's who in American society. A few examples may be cited. U. S. Representative Barbara Jordan is a graduate of Texas Southern University. Earl G. Graves,

publisher of Black Enterprise magazine and a businessman, was a scholarship holder at Morgan State College, also the alma mater of Parren Mitchell, first black elected to the U. S. Congress from the state of Maryland. Superintendent of the Georgia Rehabilitation Center for Women, E. LaVerne Ford, is an alumnus of Fort Valley State College. A Lincoln University (Mo.) graduate, Thomas B. Shropshire, is a vice president of Miller Brewing Co. Herman W. Coleman, executive secretary of the 80,000 member Michigan Education Association, calls Alcorn State his alma mater. Billy Taylor, an alumnus of Virginia State College, is a noted jazz musician and entrepreneur, who served as music director for the David Frost Show on national television. The national news executive for Boy Scouts of America, Owen T. Wilkerson, earned a degree from West Virginia State College. Boston Daniels, first black chief of police for a major city (Kansas City, Kansas), is an alumnus of the University of Arkansas at Pine Bluff. Atlanta Mayor Maynard Jackson was graduated from North Carolina Central University Law School, while Attorney Gwendolyn Crockett of the U. S. Department of Labor is one of the first women graduates of the Southern University Law School. Physicist Julian M. Earls, a Norfolk State College alumnus, heads the Environmental Health Office of the National Aeronautics and Space Administration's Lewis Research Center in Cleveland, Ohio. Ersa Hines Poston, President of the New York State Civil Service Commission, is a graduate of Kentucky State University, as is Balius Walker, Jr., director of the Washington, D. C., Environmental Health Administration. Thurgood Marshall, first black Supreme Court Justice, is a cum laude graduate of Lincoln University (Pa.).

CHART B

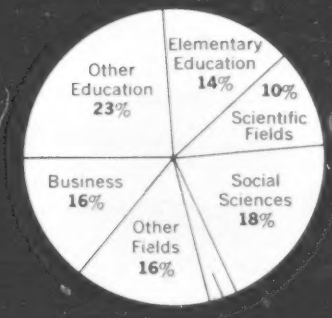


Programs

Curriculum

From computer science to public affairs, from graphic design to physics, the 34 public black colleges provide academic programs that span the gamut of career preparation opportunities. The curricula include associate, baccalaureate, and graduate degree programs. While all of the colleges offer bachelor's degrees, students at about a dozen schools can earn associate degrees in a variety of areas from nursing to mechanical technology. Grambling College this year brings the number of institutions with master's degree programs to 21. A few colleges have also added work beyond the master's level, offering specialist in education degrees.

Each of the public black colleges originally concentrated development in the field of education. But exciting steps have been taken in the last two decades to increase the variety of curricular offerings to meet societal and student needs. Today about 33 colleges award bachelor's degrees in business, as opposed to 19 just a few years ago. Additionally, seven schools have graduate programs in business. Students can earn degrees in accounting at 24 colleges, in economics at 20, and in nursing at nine. Fifteen years ago only three schools offered accounting programs, six economics, and one nursing. Figures are similarly striking in the areas of technology, which is offered at half of the institutions, and computer science, an emerging discipline now being offered in baccalaureate programs at ten colleges.



The public black colleges continue to be major producers of black professionals. North Carolina Central, Southern, and Texas Southern universities incorporate law schools. Engineering schools are in operation at North Carolina A & T, Prairie View A & M, Tennessee State, and Southern universities. Several other institutions offer majors in engineering technology. Four-year programs in nursing are offered at Albany State and Morgan State colleges and Florida A & M, Lincoln (Mo.), North Carolina Central, North Carolina A & T, Tennessee State, Prairie View, and Winston-Salem State universities. Texas Southern and Florida A & M universities also claim outstanding programs in the field of pharmacy.

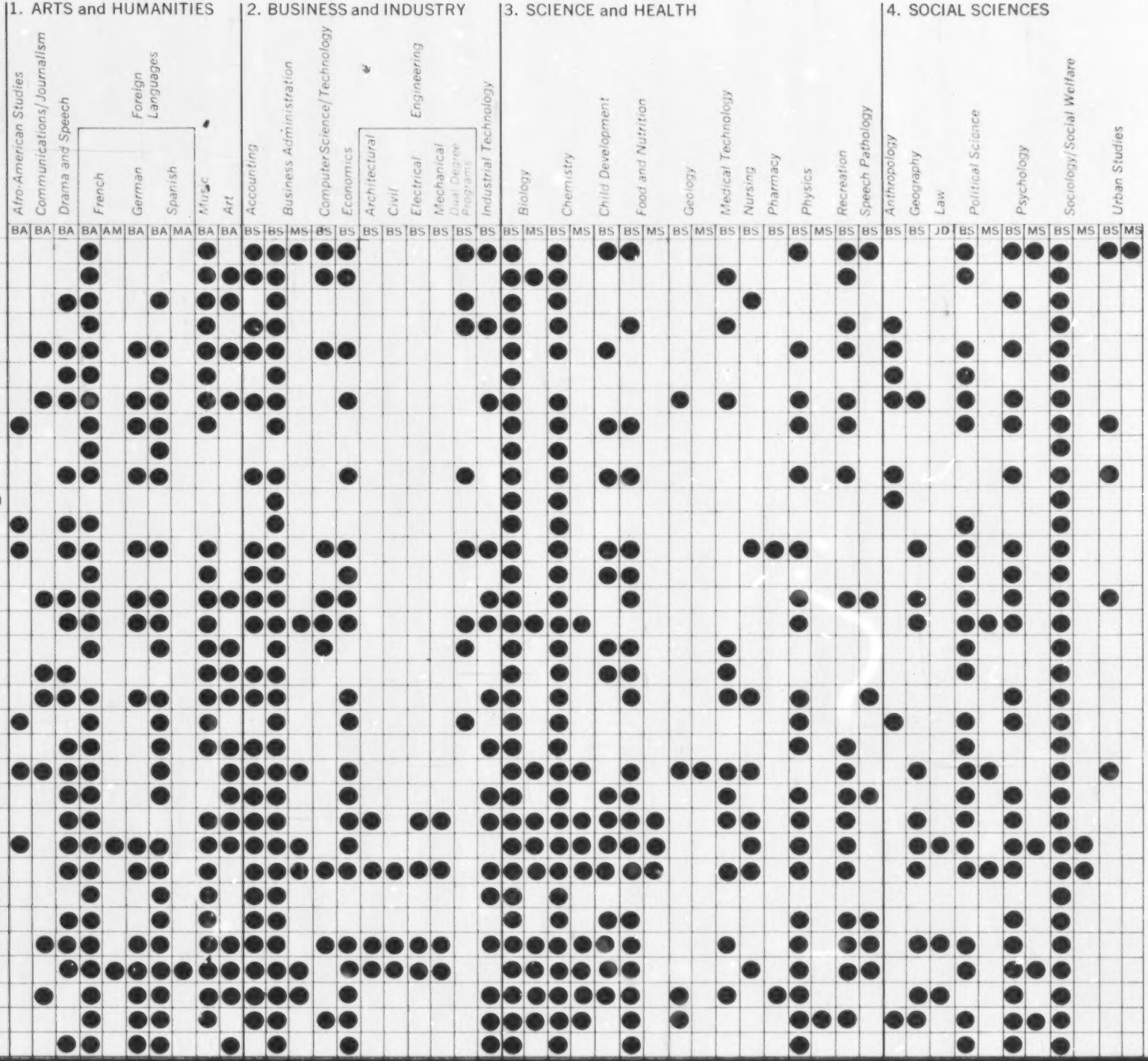
Academic programs at the colleges were expanded significantly for 1973-74. Kentucky State University recently instituted a new Master of Public Affairs degree. The multi-disciplinary degree is the only one of its kind in Kentucky and one of only a few in the United States. Morgan State College has broadened its graduate program to include master's degrees in mathematics and science. New graduate programs in engineering and driver safety are available at North Carolina A & T State University and in library educational media and special education at Alabama State University.

At the baccalaureate level, several schools have initiated new areas of concentration to meet expanding needs. Students can now pursue degrees in drama and speech at Langston University, in medical technology and social work at Alabama State University, in timber harvesting at Alabama A & M University, and in recreation and institutional management at Alcorn State College. Dual degree programs have been set up at a few institutions. For instance, cooperative engineering curricula are being sponsored by Delaware State College and the

SELECTED PROGRAMS AT 34 PUBLIC BLACK COLLEGES

CHART C

NOTE: This chart illustrates the diversity of baccalaureate and master's level programs currently offered at individual public black colleges. Indicated, also, are strengths in basic arts and sciences subject areas which are being utilized in the development of new degree programs at these institutions.
In addition to the degree programs presented in the chart, many others are available at the public black colleges, especially in the fields of education and agriculture which have been the traditional fields of instructional emphasis at these institutions. Major and minor options are available, also, at many of the colleges which do not offer degree programs in the subject areas listed.



Community Service

Service to the community has long been a high ideal at the public black colleges. Though in the past this service was often limited by society at large to the black community, today the historically black colleges are being recognized increasingly as resources for the entire community and they eagerly are accepting the commitment to service to the community as a whole. In both formal and informal programs, on voluntary and contractual levels, they are improving the quality of life in their respective communities.

Almost half of the colleges offer evening classes, for credit or recreation, with local community residents as the target audience. Several colleges are also experimenting with the concept of "weekend college" in which classes are taught on Saturdays and Sundays for the benefit of area citizens who have full work schedules throughout the week.

Kentucky State University, in addition to a full program of weekend and evening classes, sponsors a series of daytime courses for state government workers who receive release time from their jobs in order to attend continuing education classes. Similarly, Norfolk State College has been engaged in a nationally lauded program of preparing hard core unemployed persons for skilled employment. From training to placement, the project has tackled the problems of illiteracy, unemployment, and racial discrimination among the area's population.

Workshops and institutes for persons in a variety of professions are carried on by the colleges. Nurses in communities around Albany State College and Florida A & M University, for example, participate in special training and information programs sponsored by these institutions. Central State University and Coppin State College have presented area workshops on children with behavioral problems for persons who must work with such children from school teachers and administrators to juvenile court workers.

A two-week community leadership development institute has been held annually at Jackson State College for the past 22 years. Participants in the institute interact with outstanding community leaders, identify specific local problems, and write proposals for solving these problems. Texas Southern University recently offered a series of seminars on the basic principles of starting and developing a new business for potential businessmen in the

University of Delaware and between Kentucky State University and the University of Kentucky.

At Cheyney State College and Lincoln University in Pennsylvania, students can earn both a Bachelor of Arts degree and a Doctor of Medicine degree after only six years of study through a special arrangement between the two institutions and Hahnemann Medical College and Hospital.

At many colleges, cooperative programs are allowing more students to gain valuable work experience related to their major academic interests. Engineering students at Tennessee State University, for example, are participating in a $1.5 million experimental cooperative program with Patuxent River Naval Installation. Designed to produce 100 engineers over the next 10 years, the program involves on-the-job training at the Maryland installation, in addition to regular academic requirements.

Other innovative approaches to learning are being tried at several colleges, including a course via newspaper at West Virginia State College.

Accreditation

All public black colleges are fully accredited by regional accrediting agencies. Such accreditation means they maintain certain minimum standards expected of institutions of higher education and their work is accepted for credit at other institutions.

Beyond basic requirements, many individual curricula are receiving approval from national professional organizations. The baccalaureate programs in civil, electronic, and mechanical engineering technology at Savannah State College, for example, have been accredited by the Engineers Council for Professional Development, as is the School of Engineering curriculum at Southern University. Florida A & M University's School of Pharmacy is approved by the American Council on Pharmaceutical Education, and the School of Business at Texas Southern University is sanctioned by the American Assembly of Collegiate Schools of Business. Most of the schools hold accreditation of teacher education associations.

Indicative of the aspirations of the public historically black colleges is North Carolina A & T State University, which has achieved national professional accreditation for each of its curricula, where such is available, except one. Substantial progress is now underway in gaining this remaining recognition.

Houston area. The free, 18-week seminar was sponsored by the university's Small Business Development Center, which has a strong community outreach program.

Likewise, North Carolina Central University's department of home economics is conducting short courses and seminars for local residents on such topics as consumer education and clothing construction. The community service project also includes development of a Learning Resources Center for members of the Durham community. In a similar vein, Southern University in Baton Rouge has launched an inner city project to curb deterioration of racially transitional neighborhoods. Working with local church and community leaders, the project leaders are seeking to change attitudes of adults and youth who are often both victims and causes of the deterioration.

On additional levels of community concern, Coppin State College has offered workshops for resident managers of housing for the elderly; Lincoln University (Pa.) is involved in training sessions for county planners; and North Carolina A & T State University recently sponsored a seminar to teach area police officers to perform more successfully on standardized examinations, often the basis of job promotion.

Cultural contributions to the community are provided by many of the public black colleges. In Cheyney State College's sophisticated cultural studies program, well-known entertainers and leaders in various artistic fields are brought to the campus to teach and direct cultural programs which are also open to the community. Some of the colleges have very active drama and music groups that regularly sponsor performances for the college and local community.

Several of the institutions conduct summer institutes, in sports and academics, for pre-college youths. Like Delaware State College, many of the schools with adjacent farms plan tours with special lessons on nutrition and farm life for local children. Students at some of the colleges, such as North Carolina Central University, have even banded together to provide voluntary tutorial services for community children with learning problems. At Alabama A & M University, a speech and hearing center was recently opened to minister to the speech, language, and hearing needs of children in North Alabama and Tennessee. In addition, the center offers diagnostic and therapeutic services for adults.

Structural programs in continuing education are being formulated at an increasing number of institutions. Fayetteville State University, for example, garnered a more than $500,000 Kellogg Foundation grant to get its comprehensive continuing education plans underway.

Research

Research activities, long underfinanced and understaffed, are finally beginning to get a foothold at the public black colleges. With funds from such agencies as National Science Foundation, National Aeronautics and Space Administration, U. S. Department of Agriculture, and other state, federal, and private groups, the research covers areas from tree diseases to rural family incomes.

Studies in air and water pollution, for instance, are underway at several institutions, including Central State and North Carolina A & T State . universities and Jackson State and Mississippi Valley State colleges.

The University of Arkansas at Pine Bluff is one of a number of institutions that have begun research aimed ultimately at improving the environment and learning opportunities of rural persons. Similarly, Southern University has received funds to study the relationships between rural family incomes and family size. At Lincoln University (Mo.) an intensive survey of the nutritional status of Missouri's population has recently been conducted.

Also in the important area of social research, a student at North Carolina Central University has completed a study of the implications of cooperation between community college adult education programs and correctional institutions. Morgan State College social scientists are researching such topics as college drug users, black women in the labor market, and black

politics. Researchers at Bowie State College have delved into the attitudes and problems of white students at a predominantly black campus. At Prairie View A & M University, business researchers are examining the participation of minorities in labor unions.

Agricultural scientists at Alabama A & M University are conducting national attention-getting research on new food possibilities for humans and farm animals. Also in the field of agriculture, a Florida A & M University professor is researching the development of a peanut richer in amino acids; Alcorn State scientists are studying breeder hogs for new developments surrounding this food source; and a South Carolina State College chemist is involved in studying the quality of food-fish consumed by South Carolinians.

Biomedical research projects, funded by the U. S. Department of Health, Education and Welfare, have helped many institutions to expand research capabilities. The projects, such as nutrition studies at Alabama State University, are designed to involve students in research and to encourage them to enter medical professions.

In some instances, private corporations are assisting the public black institutions through programs in which college scientists can spend the summer months actually involved in the company's research efforts. Eastman Kodak, for example, employed a Morgan State College chemist last summer to join in its research to develop new compounds for photographic color imaging. But more programs of this type are needed to keep faculty members in the forefront of corporate research and to stimulate important research projects at the collegiate level. While corporations and the federal and state governments are increasing their support, research monies at the public black colleges still fall far short of those available at the majority of the nation's colleges.

Resources

Facilities

Physical facilities at the public black colleges present a combined total worth of more than 600 million dollars. Construction projects are underway on at least 24 campuses. Facilities under construction range from a multi-million dollar agricultural-science building at Alcorn State and a modern health service center at Fort Valley State College to campus malls at Langston University and Jackson State College.

Libraries at the colleges are expanding rapidly to meet student and faculty needs. A 1973 survey showed that they house more than four and a half million books, almost one million more than three years ago. More significantly they hold close to 525,000 microtexts, more than five times the number recorded in 1970. The collections include current and bound popular magazines and scholarly journals, as well as reference materials, textbooks, and fiction and non-fiction volumes. Many libraries have exceptionally fine collections of educational materials and black-oriented works. Delaware State College, for instance, recently was given a rare collection of books focusing on black heritage.

Six of the libraries own sufficient numbers of volumes to meet minimum standards of the American Library Association: Elizabeth City State, Kentucky State, Langston, Lincoln (Mo.), North Carolina A & T, and North Carolina Central universities. Students at Texas Southern University can draw on additional library resources of 27 other Texas and Louisiana colleges through an innovative teletype inter-library loan program. Similar cooperative

CHART D

arrangements are being planned in other colleges to increase the accessibility of library materials to faculty members and students.

Virtually all of the colleges now have their own computers or access to computer services. Jackson State College is headquarters for an educational computer network, spanning the state of Mississippi and valued at more than one million dollars. Funded by grants from the National Science Foundation, the Jackson network involves 11 other institutions, including Alcorn State and Mississippi Valley State colleges.

Faculty

Carrying out the instruction function of the public black colleges are about 6,000 faculty members, most of them characterized by proficiency in their disciplines and dedication to the education of their students. Nearly 35 per cent of these faculty members have earned doctoral degrees; and significantly many of the degrees were won at the country's most prestigious universities, since until recently these were the only institutions open to black scholars. The average faculty/student ratio at the public black colleges is 1:16, with a low of 1:10 at one college. About one-fourth of the total faculty is non-black.

Salary supplements, provided often by private sources, have allowed many public colleges to keep many of their highly sought-after teachers. Reduced teaching loads, more research and service time allowances, and fewer extra-

instructional responsibilities have increased the attractiveness of the colleges, as the predominantly white institutions have been seeking black educators. More faculty members are being supported in further study and are being encouraged to become involved in a variety of professional activities. In addition, many colleges are experimenting with exciting new faculty exchange programs. And though still lagging, faculty salaries at the public black colleges have registered significant increases over the past three years and are nearing national averages.

Finance

State appropriations contribute roughly 35 per cent of the revenue public black colleges need to operate. Financial support varies greatly from state to state and even within states; state governments allocate from as little as 28 per cent of total college income to nearly 70 per cent.

The traditionally black public colleges for years in many states netted less state money than other public institutions. While money for physical expansion was sometimes sufficient, funds for salaries and academic programs were often insufficient. Consequently, although most of the colleges are now receiving more equitable state allocations, extra funds are needed badly to make up the deficit of the former years.

Federal government funds have increased to where they now provide an average of about 25 per cent of the colleges' operating budget. However, the majority of federal funds go for

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student financial assistance, which is necessary for an estimated 70-75 per cent of the students at black colleges. Construction, special programs and inter-institutional projects also often garner federal monies. Requirements to raise matching funds cause many colleges to lose possible allocations as does a lack of funds to prepare sophisticated grant applications and proposals.

Tuition, room and board, and other student fees comprise another source of financial support. Accounting for about 20 per cent of total income, annual tuition and room and board fees average $1,195 for in-state students and $1,842 for out-of-state students.

Auxiliary enterprises, which include such business operations as cafeterias and bookstores, account for another 15 per cent of college revenues.

Private gifts and grants furnish a meager two per cent of income for public black colleges. Foundations account for more than half of private support. Active fund-raising programs are just now getting underway at most of the colleges. Because public institutions are not included in any national fund-raising effort such as the United Negro College Fund, they are often not as visible as the private black colleges in philanthropic circles. More and more, local communities, alumni, corporations, and foundations are being sought out for possible financial support. Most urgently needed, the schools reveal, are funds for student aid, faculty development programs, and research and libraries.

The Future

Providing low cost, high quality education to students of all races is the principal role of the public historically black colleges and universities. In serving a broader constituency, these institutions stand ready to assume specific new roles as a viable sector and equal partner in the total structure of American higher education. At the same time, they remain committed to their historic objective of serving as "opportunity colleges", providing a chance for higher education to many able and deserving students.

As these institutions face a future of rendering even broader contributions on a triple level—instruction, service and research—they do so with the expectation of receiving fuller financial and professional support in order to carry out their vital mission.

The Colleges

The first section of this book introduced the country's 34 historically black public colleges and universities collectively. This section presents additional information about the institutions individually.

Listed for each of the colleges and universities is the following data:

- mailing address
- degree-credit enrollment
- degrees offered
- tuition and required fees
- room and board charges
- president
- founding date

Tuition, room and board rates are given for one academic year. The designation (IS) indicates the tuition paid by in-state students; (OS), the out-of-state charges. Enrollment and student fees represent figures for the 1973-74 academic year.

Further information about any of the colleges is available directly from the college. The president's office can provide data about programs underway and private support opportunities. The admissions office is the source of catalogs and application forms. The admissions office can also furnish material on matriculation requirements, procedures, and schedules.

1. **ALABAMA A & M UNIVERSITY**
Normal, Alabama 35762
Enrollment: 3,490
A.A., B.A., B.S., M.B.A., M.Ed., M.S.
Tuition: $330 (IS), $580 (OS)
Room and Board: $948
President: R. D. Morrison
Founded in 1875*

2. **ALABAMA STATE UNIVERSITY**
Montgomery, Alabama 36101
Enrollment: 3,879
B.A., B.S., M.S., M.Ed.
Tuition: $405 (IS), $630 (OS)
Room and Board: $798
President: Levi Watkins
Founded in 1874

3. **ALBANY STATE COLLEGE**
Albany, Georgia 31705
Enrollment: 1,733
B.B.A., B.S., A.B.
Tuition: $435 (IS), $975 (OS)
Room and Board: $1,809-$1,818
President: Charles L. Hayes
Founded in 1903

4. **ALCORN STATE COLLEGE**
Lorman, Mississippi 39096
Enrollment: 2,441
B.A., B.S.
Tuition: $400 (IS), $1,000 (OS)
Room and Board: $729
President: Walter Washington
Founded in 1871*

5. **UNIVERSITY OF ARKANSAS AT PINE BLUFF**
Pine Bluff, Arkansas 71601
Enrollment: 1,999
B.S., B.A.
Tuition: $400 (IS), $700 (OS)
Room and Board: $637
President: Johnny B. Johnson (acting)
Founded in 1873*

6. **BOWIE STATE COLLEGE**
Bowie, Maryland 20715
Enrollment: 2,229
B.A., B.S., M.Ed.
Tuition: $570 (IS), $1,020 (OS)
Room and Board: $1,160
President: Samuel L. Myers
Founded in 1867

7. **CENTRAL STATE UNIVERSITY**
Wilberforce, Ohio 45384
Enrollment: 2,310
A.A.B., A.A.S., B.A., B.S., B.S.Ed.
Tuition: $663 (IS), $1,180 (OS)
Room and Board: $1,131
President: Lionel H. Newsom
Founded in 1887

8. **CHEYNEY STATE COLLEGE**
Cheyney, Pennsylvania 19319
Enrollment: 2,340
B.A., B.S., M.A., M.Ed.
Tuition: $828 (IS), $1,580 (OS)
Room and Board: $828
President: Wade Wilson
Founded in 1837

9. **COPPIN STATE COLLEGE**
Baltimore, Maryland 21216
Enrollment: 3,100
B.S., B.A., M.Ed.
Tuition: $520 (IS), $970 (OS)
Room and Board: $835 (IS), $910 (OS)
President: Calvin W. Burnett
Founded in 1900

10. **DELAWARE STATE COLLEGE**
Dover, Delaware 19901
Enrollment: 2,021
B.A., B.S.
General Fees: $355 (all students)
Tuition: $575 (OS only)
Room and Board: $810
President: Luna I. Mishoe
Founded in 1891*

**Designates land-grant institution*

11. **ELIZABETH CITY STATE UNIVERSITY**
Elizabeth City, North Carolina 27909
Enrollment: 1,146
B.S.Ed., B.S., B.A.
Tuition: $626 (IS), $1,950 (OS)
Room and Board: $835
Chancellor: Marion D. Thorpe
Founded in 1891

12. **FAYETTEVILLE STATE UNIVERSITY**
Fayetteville, North Carolina 28301
Enrollment: 1,790 (main campus) 1,760 (Fort Bragg campus)
A.A., B.A., B.S.
Tuition: $250 (IS), $1,588 (OS)
Room and Board: $950
Chancellor: Charles "A" Lyons, Jr.
Founded in 1877

13. **FLORIDA A & M UNIVERSITY**
Tallahassee, Florida 32307
Enrollment: 5,130
B.A., B.S., M.S., M.Ed.
Tuition: $570 (IS), $1,050 (OS)
Room and Board: $942
President: Benjamin L. Perry, Jr.
Founded in 1887*

14. **FORT VALLEY STATE COLLEGE**
Fort Valley, Georgia 31030
Enrollment: 1,907
B.S., B.B.A., B.A., M.S.
Tuition: $411 (IS), $951 (OS)
Room and Board: $870
President: Cleveland W. Pettigrew
Founded in 1895*

15. **GRAMBLING COLLEGE**
Grambling, Louisiana 71245
Enrollment: 3,627
B.A., B.S.
Tuition: $379 (IS), $1,009 (OS)
Room and Board: $740
President: Ralph W. E. Jones
Founded in 1901

16. **JACKSON STATE COLLEGE**
Jackson, Mississippi 39217
Enrollment: 5,205
B.A., B.S., B.Mus., B.S.Ed., M.S., M.A.T., M.Mus.Ed., M.S.Ed., M.B.A., M.B.Ed., M.S.T., M.A., Ed.S.
Tuition: $399 (IS), $999 (OS)
Room and Board: $765
President: John A. Peoples, Jr.
Founded in 1877

17. **KENTUCKY STATE UNIVERSITY**
Frankfort, Kentucky 40601
Enrollment: 2,000
A.D., B.S., B.A., M.P.A.
Tuition:
Undergraduate: $420 (IS), $950 (OS)
Graduate: $470 (IS), $1,000 (OS)
Room and Board: $648
President: Carl M. Hill
Founded in 1886*

18. **LANGSTON UNIVERSITY**
Langston, Oklahoma 73050
Enrollment: 1,287
A.A., B.A., B.S., B.A.Ed., B.S.Ed.
Tuition: $401 (IS), $962 (OS)
Room and Board: $770
President: William E. Sims
Founded in 1897*

19. **LINCOLN UNIVERSITY OF MISSOURI**
Jefferson City, Missouri 65101
Enrollment: 2,217
B.S., B.A., M.A.
Tuition: $360 (IS), $630 (OS)
Room and Board: $820
President: James Frank
Founded in 1866*

20. **LINCOLN UNIVERSITY OF PENNSYLVANIA**
Lincoln University, Pennsylvania 19352
Enrollment: 1,091
B.A., B.S.
Tuition: $1,000 (IS), $1,500 (OS)
Room and Board: $1,100
President: Herman R. Branson
Founded in 1854

21. **MISSISSIPPI VALLEY STATE COLLEGE**
Itta Bena, Mississippi 38941
Enrollment: 2,533
A.A., B.S., B.A.
Tuition: $376 (IS), $600 (OS)
Room and Board: $648
President: E. A. Boykins
Founded in 1950

22. **MORGAN STATE COLLEGE**
Baltimore, Maryland 21239
Enrollment: 4,786
A.B., B.S., M.A., M.S., M.B.A.
Tuition: $649 (IS), $1,049 (OS)
Room and Board: $1,275
President: King V. Cheek
Founded in 1867

23. **NORFOLK STATE COLLEGE**
Norfolk, Virginia 23504
Enrollment: 5,168
A.A., A.S., B.A., B.S.
Tuition: $460 (IS), $700 (OS)
Room and Board: $960
President: Lyman B. Brooks
Founded in 1935

24. **NORTH CAROLINA A & T STATE UNIVERSITY**
Greensboro, North Carolina 27411
Enrollment: 4,852
B.S., M.S.
Tuition: $282 (IS), $1,815 (OS)
Room and Board: $425
Chancellor: Lewis C. Dowdy
Founded in 1891*

25. **NORTH CAROLINA CENTRAL UNIVERSITY**
Durham, North Carolina 27707
Enrollment: 4,028
B.A., B.S., B.S.C., M.A., M.Ed., J.D.
Tuition: $415 (IS), $2,015 (OS)
Room and Board: $863
Chancellor: Albert N. Whiting
Founded in 1891

26. **PRAIRIE VIEW A & M UNIVERSITY**
Prairie View, Texas 77445
Enrollment: 3,866
B.A., B.S., M.A., M.S., M.Ed.
Tuition: $131.75 (IS), $743.75 (OS)
Room and Board: $549.40
President: Alvin I. Thomas
Founded in 1876*

27. **SAVANNAH STATE COLLEGE**
Savannah, Georgia 31404
Enrollment: 2,257
B.S., M.S.
Tuition: $315 (IS), $405 (OS)
Room and Board: $720
President: Prince A. Jackson, Jr.
Founded in 1890

28. **SOUTH CAROLINA STATE COLLEGE**
Orangeburg, South Carolina 29115
Enrollment: 2,909
B.A., B.S., M.S., M.Ed.
Tuition: $480 (IS), $960 (OS)
Room and Board: $900
President: M. Maceo Nance, Jr.
Founded in 1896*

29. **SOUTHERN UNIVERSITY**
Baton Rouge, Louisiana 70813
Enrollment:
8,377 (main campus)
2,856 (New Orleans campus)
915 (Shreveport campus)
A.S., A.A., B.A., B.S., M.A., M.S., M.Ed., J.D.

Tuition:
$284 (IS), $488 (OS)
(main campus)
$272 (IS), $972 (OS)
(New Orleans)
$102 (IS), $302 (OS)
(Shreveport)
Room and Board:
$756-$892
President:
G. Leon Netterville, Jr.
Founded in 1880*

30. **TENNESSEE STATE UNIVERSITY**
Nashville, Tennessee 37203
Enrollment: 5,256
A.A., B.S., B.A., M.A., M.S.
Tuition: $351 (IS), $1,161 (OS)
Room and Board: $792
President: A. P. Torrence
Founded in 1912*

31. **TEXAS SOUTHERN UNIVERSITY**
Houston, Texas 77004
Enrollment: 5,850
A.A., B.A., B.F.A., B.S., B.S.Phar., M.A., M.S., M.Ed., M.B.A., M.A. Mus.Ed., J.D.
Tuition: $298 (IS), $598 (OS)
Room and Board: $1,024
President:
Granville M. Sawyer
Founded in 1947

32. **VIRGINIA STATE COLLEGE**
Petersburg, Virginia 23803
Enrollment: 4,529
B.A., B.S., M.A., M.Ed.
Tuition: $690 (IS), $1,150 (OS)
Room and Board:
$723-$768
President:
Wendell P. Russell
Founded in 1882*

33. **WEST VIRGINIA STATE COLLEGE**
Institute, West Virginia 25112
Enrollment: 3,677
A.A., A.S., B.A., B.S.
Tuition: $250 (IS), $1,000 (OS)
Room and Board:
$1,047.51
President:
Harold M. McNeill
Founded in 1891

34. **WINSTON-SALEM STATE UNIVERSITY**
Winston-Salem, North Carolina 27102
Enrollment: 1,653
B.A., B.S.
Tuition: $490 (IS), $1,875 (OS)
Room and Board: $782
Chancellor:
Kenneth R. Williams
Founded in 1892

LOCATION OF HISTORICALLY BLACK PUBLIC COLLEGES